Goal Setting
Goal Attainment

Module 3

Transition Roundtables
November 18 & 19, 2008

Introduction

- A student's success in setting goals depends directly on the match between the student's assessment of his or her capacity and the available opportunity to set goals.
- A survey of literature indicates that highly successful, self-determined people are motivated by definiteness of purpose, including:
  - Deciding on a specific goal in life
  - Setting a time limit for reaching that goal
  - Choosing specific plans to achieve the goal
  - Determining the specific benefits the goal will bring to one's life

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Highly successful people...

- Decide on a personal mission that leads to action
  - Ex. Student decides to attend a specific college, which leads to completing the application process for that college

- Envision and communicate that mission
  - Ex. Student communicates that goal and action during transition planning conferences with the special education teacher, during SEOP meetings with the school counselor, and during the IEP meeting

- Follow up with an action plan comprising specific goals
  - Ex. Works with school counselor to develop a timeline and plan to meet application requirements and deadlines

- Develop benchmarks to evaluate the outcomes of their actions
  - Ex. Develops a chart with actions and timelines; checks in weekly with special education teacher to review progress

How do we assess these skills?

- Determine the resources the student has to work with, such as:
  - Age
  - Opportunity
  - Capacity
  - Circumstances (environment)
- Does the student want to improve current skills or learn new skills?
- Does the student have the ability to:
  - Solve social problems
  - Request assistance

Strategies to teach decision- and choice-making skills

- Build student's confidence through positive experiences with choice and control

- Allow students opportunities to participate in their educational planning and reward their participation

- Instruct students in the skills and competencies that enable them to achieve outcomes of their own choosing

Concepts to be taught

- Goals and objectives should be written to achieve outcomes that are based on each student's unique interests, abilities, and needs
- Goals should be attainable
- Goals and objectives should be measurable
- Goals and objectives should have a starting time and an ending time
- Goals and objectives should be written in terms of expected outcomes

Additionally...

- Teach students how to assess resources and determine who they would recruit to help them reach their goals

- Handout: Connections